



Relationship Between Teachers' Effective Communication and Students' Academic Achievement at The Northern Border University

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Abstract: Effective communication between faculty members and students is one of the concerns of the educational stakeholders at the Northern Border University, Saudi Arabia. This study investigates the relationship between teachers' effective communication and students' academic achievement at the Northern Border University. The survey questionnaire containing 26 items was administered on 100 students, 50 males and 50 females to ask about their perception towards the effective communication of the faculty members and their academic achievement at the Faculty of Education and Arts, Northern Border University in the City of Arar, Saudi Arabia. The results of the Descriptive statistics method showed that, almost more than half of the students agreed that, the friendly and understanding position maintained by their faculty members had helped them to highly achieve academically. The results of the independent sample T-test found no statistically significant differences between the students' academic achievement and their faculty members' verbal communication across the respondents' gender and year of study. The study recommended for the Northern Border Authority as well as the Saudi Government looking into other areas that might bring about the effective communication of the staff and the students' academic achievement in the University.

Keywords: Effective communication, academic achievement, Northern Border University

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Introduction

It Faculty member and students' relationship as well as different teaching style play a vital role in students' academic success. However, such relationship may positively or negatively impact students' academic achievement and stimulate it (Wu, Hughes & Kwok, 2011). Studies showed that faculty members' verbal and nonverbal communications leave a lasting positive impression on students' academic performance and their lifestyle (Fulmer & Turner, 2014; McHugh, Horner, Colditz & Wallace, 2013). Some teachers do show trust and truthfulness to their students while some do not.

The faculty members play a key role in the implementation of the University educational reforms and their commitment to the University policies leaves a positive impact on teaching and learning process, therefore, the faculty members need to show their students that they are their friends, facilitators and guardian in or outside of the campus. The process of teaching will be more successful and effective if the University recruits professional faculty members (Al-Madani & Allaafajiy, 2014). Actually, good academic interaction between the staff and students are among the educational factors that account for the formation of quality teaching, learning and University's accreditation worldwide.

Studies showed that, faculty's support has a significant impact on university students' educational achievement (Hughes & Chen, 2011; Patrick & Mantzicopoulos, 2012), therefore, the faculty members should adapt effective teaching approaches and support the university goals that lead to the students' success in their future career. Study reported that, there is a constraint between the teachers' communication and students' academic achievement due to some factors such as language barriers, particularly those learning with English in Saudi Arabia (Rabab'ah, n.d.). This factor may also be attributed to the lack of proper teachers' professional development in the country (Kraft & Papay, 2014; Al-Madani & Allaafajiy, 2014) which Saudi Arabia is still building up.

Quality education cannot only be evaluated by high standard disciplines and curricula, but also by the learning environment which has an impact on the students' behavior. According to (Roorda, Koomen, Split & Oort, 2011; Dunlosky, Rawson, Marsh, Nathan & Willingham, 2013) learning environment needs be comfortable and pleasant for raising students' mental state that will help them perform excellently in academics. In this sense, the faculty members must build a good relation with their students and support them educationally. This study investigates the

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relationship between the teachers' effective communication and the students' academic achievement at the Northern Border University, Kingdom of Saudi Arabia. The following research questions are posed to investigate this study.

Theoretical Background

The role of the teacher with his students for the success of the educational process is one of the most important roles that contribute to the success of the educational Alhlumbly in the classroom, "as his role in influencing the motivation of pupils from things known (Christophel & Gorham, 1995). The teacher bearing the brunt in finding ways and means to stimulate the motivation of pupils to learn and increase educational attainment has, where he plays a big role to form a relationship between the pupil. "or in terms of their role in promoting the motivation of achievement, intervention for immediate teacher in classroom situations has to do with motivation collection (Urban Orpen, 1994) "," The absence of warmth to the teacher and the weakness of skill in the presentation of scientific material is often a source of inhibition of motivation among students (Gorham and Millett Groham & Millette, 1997) ".

In a study carried out by Gorham and Christophel (1992) on Gaanh of students estimated 308 students found that 61% of them attributing motivation to personal status or personal behavior, and 20% to the behavior of the teacher, and 19% to the lesson design and the situation that arises where. In the same study and sample answers when the analysis with respect to the inhibitory factors of motivation, it turns out that 37% of respondents attribute motivation to teaching method, and 34% to the behavior of teachers and 29% to personal factors.

Many studies have made clear that the reasons for students from schools leak and not complete their academic levels due to the weakness of the relationship between them and their teachers.

The motivation of the achievement of the students were able student to accomplish difficult tasks and is motivated to be completed successfully and unique, where it can be for us to note that the differences that among students between them in the solution and the completion of a task, where accomplished varies from student to another according to his desire for collection and delivery that task.

According to the theory of expectation that address the problem of motivation where explain motivation through expectations of work and the exchange of energy and this happens only when the learner believes that his work will improve its performance and that performance will be appreciated by others and that the yield will be what is really wanted. Consequently, this theory focuses on mental processes in motivation and emphasizes the goal of mastery learning is linked to adapt motivation and modify such effort, and the search for tasks in which the type of

challenge, the face of difficulties, and attribute success to effort and not to an external source (Ames and Archer Ames & Archer, 1988; Heckhausen, 1991).

In order to achieve this goal teachers based on four sources of motivation (1) taking into account the student's interest. (2) be distinct homework and the type of challenge. (3) that the subject matter related to the student and his environment. (4) the student's ability to control his feelings and his ability to accomplish the tasks entrusted to him.

Literature Review

In a study (Nolen & Nicholls, 1994) included 178 teachers from playful primary where shown that teachers are well aware of the importance and vitality of the ways in which researchers believe they contribute to the students interact with the material School of Interior and motivation, and that the teachers adopt the most appropriate ways to enhance the motivation of their pupils.

In a study conducted by Skinner and Belmont (1993) to 144 students from the third grade until the fifth grade of primary school teachers and 14 teacher's turned out that the children who do not have the opportunity to obtain employment of their behavior is not encouraging or weakened motivation for responses by their teachers.

In another study carried out by Thibert and Thierry (1998), and was attended by 87 students and pupils and six teachers it turned out a similarity between the motivation of both males and females in cheerful primary as expressed by the students and teachers.

In a study by Chiu (1997) included 2063 students from kindergarten through sixth grade, where 30 teachers assessed the driving achievement among students The results showed that women who received the best male by their teachers in the evaluation of achievement motivation.

Newby study (1991), where the reach in his study, which included 30 teachers from first grade and their pupils to the existence of a substantial relationship between motivation strategies used by the teacher, such as attention attentively and focus the learner and connecting material needs of pupils and confidence-building and the use of reward and punishment on the one hand, and the behavior of the pupils in terms of the performance of their interest in school work or school tasks on the other hand.

According to Dev study (1997) that the participation of the student in the educational process, the positive to his questions and to respond, praise and praise, and encourage diligent learning, and provide stimuli that create a bit of a challenge for the learner, and evaluating student work, all of the methods that will enhance the self-motivation of primary school students and secondary even with students who have difficulties or learning disabilities.

Methodology

Research Objective

The aim of this study is to investigate the relationship between faculty members' effective communication and their students' academic achievement at the Northern Border University, Saudi Arabia.

Data Collection

The researchers used the Questionnaire to collect data for the this study was designed where search and selection clauses are an essential tool depending on a range of relevant sources where the subject consisted final form on 26 questions all revolve around themes. Alhy answers questions and study. Where the study was applied to 100 students as a sample for the study from the University of the northern border and the total number of nearly 10,000 students. Researchers have distributed randomly on the study population and then were collected questionnaires and unloading data and the work of statistical analysis of the results.

Study Tool Validity and reliability

Was built study tool based on the findings of previous studies, which specializes in the same subject of the study which demonstrates the sincerity and folds study tool, was used as a way sincerity arbitrators where the tool was presented to the group of arbitrators majoring in educational psychology in specialty teaching methods and special education from the University of Northern Border , where they were asked to express an opinion on the study tool and its clauses and questions, it has been installed or modified based on the ferries to the consensus of the arbitrators.

Research Questions

1. What is the relationship between teachers' effective communication and students' academic achievement at the Northern Border University?

2. Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University due to the gender (male, female)?

3. Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University attributed to the differences in students 'level of study (first year, second year, third year, and fourth year)?

4. What recommendation should be proposed for the teachers' role of effective communication and the students' academic achievement at the Northern Border University?

Method and Procedure

This study is a pure quantitative. The survey questionnaire consisted of 26 items were worded for this study. The devised research tool was administered on 100 students at the Faculty of Education and Arts, in the Northern Border University. The samples were 50 male and 50 female students. The students were across four years of study namely; first year, second year, third year, fourth year. The data was run using descriptive statistics and independent sample T-test. The five-point Likert scale used was reversed as follows (1) strongly agree, (2) agree, (3) neutral, (4) disagree, and (5) strongly disagree. SPSS version 17 was used for analyzing the garnered data.

Results and Discussion

In order to answer the first research question that goes thus:

What is the relationship between teachers' effective communication and students' academic achievement at the Northern Border University?

Table 1. Breakdown of the respondents' agreement to the question

| Question | Strongly agree | Agree | Natural | Disagree | Strongly Disagree | Mean | SD | Degree |
|---|----------------|-------|---------|----------|-------------------|------|------|--------|
| My lecturer treats as his own son | 5 | 4 | 3 | 2 | 1 | 4.0 | 1.2 | High |
| My lecturer treats me well | 50% | 20% | 15% | 10% | 5% | 4.3 | 0.9 | High |
| My lecturer makes me achieve the success | 50% | 15% | 15% | 10% | 10% | 4.0 | 1.1 | High |
| My lecturer allows me to ask different questions | 55% | 15% | 17% | 13% | --- | 4.0 | 1.1 | High |
| My lecturer always listen to my questions | 45% | 25% | 10% | 10% | 10% | 4.0 | 1.1 | High |
| My lecturer gives me enough time to think | 40% | 20% | 15% | 15% | 10% | 3.9 | 1.2 | High |
| My lecturer always challenges my thought to help me creatively and critically | 35% | 25% | 15% | 15% | 10% | 3.9 | 1.4 | High |
| My lecturer allows me to discuss and dialogue with him | 30% | 30% | 10% | 15% | 15% | 3.9 | 1.2 | High |
| My lecturer helps me learn different ways and method | 50% | 15% | 10% | 15% | 10% | 4.0 | 1.1 | High |
| My lecturer always motivates me to learn | 45% | 15% | 10% | 15% | 15% | 3.9 | 1.1 | High |
| My lecturer builds confidence in me | 30% | 35% | 15% | 10% | 10% | 4.0 | 1.2 | High |
| My lecturer explains his courses well which help me get good grades | 40% | 20% | 15% | 15% | 10% | 4.16 | 1.02 | High |
| My lecturer encourages me to do my work independently | 30% | 25% | 20% | 15% | 10% | 3.85 | 1.89 | High |
| My lecturer encourages me to work collaboratively | 50% | 20% | 10% | 15% | 5% | 4.0 | 0.9 | High |
| My lecturer helps me master listening skill | 40% | 20% | 15% | 10% | 15% | 4.1 | 1.1 | High |

Table 1. Continued

| Question | Strongly agree 5 | Agree 4 | Natural 3 | Disagree 2 | Strongly Disagree 1 | Mean | SD | Degree |
|--|---------------------|------------|--------------|---------------|------------------------|------------|-------------|-------------|
| My lecturer helps me master classroom discussion skill | 45% | 25% | 15% | 10% | 5% | 3.9 | 1.2 | High |
| My lecturer helps me master how to solicit for learning information | 50% | 20% | 10% | 15% | 5% | 4.16 | 1.02 | High |
| My lecturer encourages me to speak | 40% | 25% | 20% | 10% | 5% | 4.0 | 1.2 | High |
| My lecturer shows me skill of questioning | 35% | 30% | 15% | 15% | 5% | 4.06 | 1.03 | High |
| My lecturer helps me resolve my school related problems | 40% | 20% | 15% | 15% | 10% | 4.02 | 1.22 | High |
| My lecturer is patient with me | 35% | 15% | 20% | 20% | 10% | 4.0 | 1.1 | High |
| My lecturer shows me how to do academic research | 30% | 25% | 25% | 10% | 10% | 4.2 | 1.0 | High |
| My lecturer re-explain subject he teaches again and again | 40% | 35% | 15% | 10% | --- | 3.45 | 1.43 | High |
| My lecturer treats all students equally | 30% | 20% | 15% | 15% | 20% | 3.9 | 1.1 | High |
| My lecturer smiles with all students | 40% | 25% | 15% | 10% | 10% | 4.0 | 1.1 | High |
| My lecturer always greet all students whenever he enters the classroom | 35% | 30% | 10% | 15% | 10% | 4.3 | 1.1 | Very High |
| Average | | | | | | 4.0 | 1.55 | High |

Table 1 shows that almost all the students agreed that their lecturers treat them like their sons ($M = 4$; $SD = 1.2$). In the same vein, majority of the students agreed that, their lecturers at the Northern Border University treat them well ($M = 4.3$; $SD = 0.9$). According to the third question asked, majority of the students also responded satisfactorily to the question saying that their lecturers helps them achieve their success either in exam or learning ($M=4$; $SD=1.1$). In the fourth place, all the students also said that their lecturers allow them to ask different questions ($M=4$; $SD=1.1$). With regard to the fifth question, majority of the students said that their lecturers always listen to their questions ($M=4$; $SD=1.1$). Additionally, in the sixth question asked in the research instrument, more than half of the respondents agreed that their lecturers give them enough time to think to the learning or questions they ask ($M= 3.9$; $SD=1.2$). Similarly, more than two third of the students agreed to the question seven of that their lecturers always challenge their thoughts to help them think critically and creatively ($M=3.9$; $SD=1.4$). With regard to question eight, the majority of the students also said that their lecturers allow them to discuss and dialogue with them ($M=3.9$; $SD = 1.2$). Furthermore, in the question nine, the majority of the students agreed that their lecturers help them learn different methods ($M=4$; $SD=1.1$). Also, with regard to question ten, the majority of the students said their lecturers motivate them to learning ($M=3.9$; $SD= 1.1$). Moreover, the majority of the students agreed to the question eleven asked ($M=4$; $SD = 1.2$). With regard to question twelve, the majority of the students agreed that their lecturers explain the courses they teach very well so as to help their students get high marks ($M= 4.16$; $SD = 1.02$). Interestingly, in respect to the question thirteen, majority of the students agreed that their lecturers encourage them to work independently ($M=3.85$; $SD = 1.89$). In the same sense, with regard to the question fourteen, majority of the students agreed that their lecturers help them to work collaboratively ($M=4$; $SD=0.9$). Also, in accordance with the question fifteen, majority of the students agreed that their lecturers help them master the listening skill ($M=4.1$;

$SD= 1.1$). According to question sixteen, majority of the students agreed that their help them master classroom discussion skill ($M=3.9$; $SD=1.2$). In the same line, with regard to the question seventeen, majority of the students agreed that their lecturers assist them master the way for soliciting for learning information ($M=4.16$; $SD= 1.02$). With regard to the question eighteen, majority of the students said their lecturers encourage them in speaking skills ($M=4$; $SD=1.2$). In accordance with the question nineteen, majority of the students agreed that their lecturers assist them in questioning skills ($M= 4.06$; $SD=1.03$). Also in question twenty, majority of the students agreed that their lecturers help them find solutions to their school related problems ($M=4.02$; $SD = 1.22$). With regard to question twenty one, majority of the students agreed that their lecturers are always with them ($M= 4$; $SD = 1.1$). Likewise, in the question twenty two, majority of the students agreed that their lecturers show them how to conduct academic research ($M= 4.2$; $SD = 1$). Equally, with regard to question twenty three, majority of the students said that their lecturers always re-explain the subject they teach them again and again ($M = 3.45$; $SD =1.43$). Like above, in the instrument question twenty four, majority of the students agreed that their lecturers always treat all the students equally ($M=3.9$; $SD = 1.1$). Also, with the instrument question twenty five, majority of the students agreed that their lecturers did not frown with any students regardless their color and race ($M= 4$; $SD = 1.1$). Consequently, with the instrument question twenty six, majority of the students agreed that their lecturers do greet all students whenever he enters into the classroom ($M=4.3$; $SD = 1.1$).

Table 2. The respondents' gender

| | Percentage | Count |
|--------|------------|-------|
| Male | 50% | 50 |
| Female | 50% | 50 |
| Total | 100% | 100 |

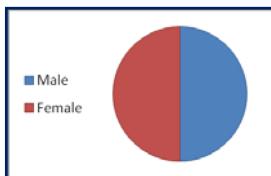


Figure 1. Pie chart of the respondents' gender.

Table 2 and Figure 1 showed that out of the 100 students who participated in the study, 23% were in first year, 20% were in second year, 17% were in fourth year and the majority of them 40% were third year students. Similarly, Table 3 and Figure 2 showed the category of students' response based on the gender.

Table 3. The number of students who participated in

| Students' Level | Percentage | Count |
|-----------------|------------|-------|
| First year | 23% | 23 |
| Second year | 20% | 20 |
| Third year | 40% | 40 |
| Forth year | 17% | 17 |
| Total | 100% | 100 |

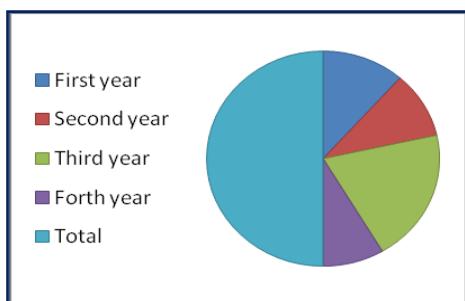


Figure 2. The number of students who participated in

Table 4. Category of students' rating of their teachers' communication

| Serial | Response Category | Gender | |
|--------|--------------------------------|--------|--------|
| | | Male | Female |
| 1 | Leading | 5 | 6 |
| 2 | Helpful/friendly | 6 | 5 |
| 3 | Understanding | 7 | 8 |
| 4 | Student responsibility/freedom | 7 | 6 |
| 5 | Uncertain | 5 | 7 |
| 6 | Dissatisfied | 5 | 6 |
| 7 | Admonishing | 7 | 6 |

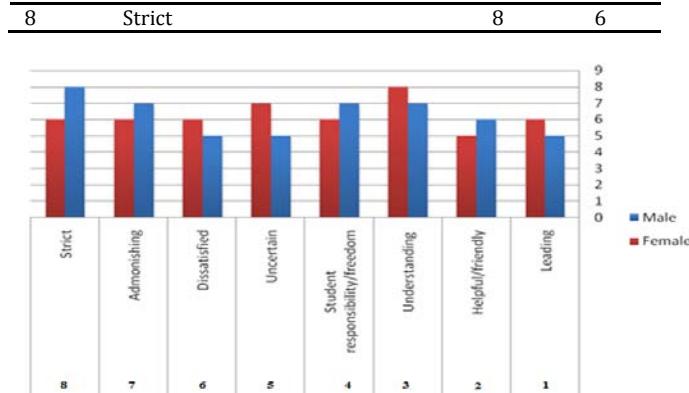


Figure 3. Students' rating of their teachers' communication with them.

Table 4 and Figure 3 shows that, male and female students are at par in agreeing that, their teachers are a good leader, friendly and helpful to them, understanding people, give their students freedom to express with them, and only few students expressed that they are uncertain, dissatisfied with their teachers relationship, some said the teachers act as admonishers and something strict they do not want to communicate with them during some peak time when they have huge tasks ahead of them to accomplish.

In order to answer the research question two which goes thus:

Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University due to the gender (male, female)?

Table 5. Descriptive Statistics

| Group | N | Mean | SD | Std. Err |
|--------|----|------|-------|----------|
| Gender | | | | |
| Male | 50 | 3.84 | 0.550 | 0.078 |
| Female | 50 | 3.82 | 0.552 | 0.102 |

Table 5 shows that the average scores for the (n=50) male students is ($M = 3.84$) with a standard deviation of ($SD = 0.550$) and the average scores for the (n=50) female students is ($M = 3.82$) having a standard deviation of ($SD = 0.552$). In order to test for the statistically significant mean difference between the teachers' effective communication and students' academic achievement, the results are shown in Table 5.

Table 6. Independent Sample T-test

| Levene's Test for Equality of Variances | | F | Sig. | T | Df | Sig. (2-tailed) | (2-tailed) | Mean Difference | Std. Error Difference |
|---|-----------------------------|-------|------|--------|------|-----------------|------------|-----------------|-----------------------|
| Gender | Equal variances assumed | 1.508 | .153 | -0.574 | .470 | 0.000 | | -0.073 | 0.078 |
| | Equal variances not assumed | | | -1.323 | .470 | 0.000 | | -0.073 | 0.102 |

Table 6 shows that there is no statistically significant difference between the teachers' effective communication and their students' academic achievement ($M = -0.073$; $p = .000$) based on the male and female students' perception at the Northern Border University.

In order to answer the third research question which runs:

Is there a statistically significant difference between teachers' effective communication and students' academic achievement at the Northern Border University attributed to the differences in level of study (first year, second year, third year, and fourth year)?

Table 7. Descriptive Statistics for the students' year of study

| | Group | Mean | SD | Percentage |
|-------|-------------|-------|-------|------------|
| Level | First year | 3.898 | 0.854 | 19% |
| | Second year | 4.064 | 0.759 | 40% |
| | Third year | 4.065 | 0.651 | 20% |
| | Fourth year | 3.994 | 0.867 | 21% |

Table 7 shows that the average scores for the first year students is ($M = 3.898$) with a standard deviation of ($SD = 0.854$), the average scores for the second year students is ($M = 4.064$) having a standard deviation of ($SD = 0.651$), the average scores for the third year students is ($M = 4.065$) with ($SD = 0.651$), and the average score for the fourth year students is ($M = 3.994$) with ($SD = 0.867$). In order to test for the statistically significant mean difference between the teachers' effective communication and students' academic achievement at the Northern Border University attributed to the differences in school academic year, the results are shown in Table 7.

For answering research question four that runs:

What recommendation should be proposed for the teachers' role of effective communication and the students' academic achievement at the Northern Border University?

The study recommends that, special attention should be given to students in making sure that the appropriate resources and specialized curricula are available for them. The study proposes that, scientific

symposia should be held to discuss the relationship between teachers and students at the University of Northern Border. Thirdly, there should be a practical guide to promote the concept of relationship between the teachers and students at the University of the Northern Border. Fourthly, teachers and students should be trained in the necessary skills necessary for achieving this concept. However, the study proposes the inclusion of the parents and peers in the success of such relationship as an enabler for the enhancement of this relationship. Consequently, scientific studies should be conducted to help showcase the importance of the students-teachers' relationship in the University.

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